

South Dakota English Language Proficiency Standards for English Language Learners K-12



With links to South Dakota Academic
Standards for Reading,
Communication Arts and Math

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ENGLISH LANGUAGE LEARNER PROFICIENCY STANDARDS FOR ENGLISH LANGUAGE LEARNERS K-12

The English Language Proficiency Standards highlight the English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading and writing. They are designed to guide ELL teachers in their instruction of ELLs and to provide a bridge to South Dakota's Communication Arts and Math content area standards.

The reading content standards for South Dakota students who are English language learners (ELL) are the same as those specified for all students. However, these students must overcome the additional barrier of learning in a language other than their first language. For this reason, performance descriptors are included in this document to demonstrate levels of English language proficiency that reflect the progress of these students toward mastering English as they acquire academic achievement proficiency.

Cut scores on the English language proficiency test are set and reported, based on the performance descriptors, to reflect student progress. The curriculum of the English language-learning program is aligned with these performance descriptors. By aligning the curriculum goals and objectives of the program to the performance descriptors, teachers are able to track the progress of students through the program and determine their readiness to achieve the content standards, intended to be met by all South Dakota students.

Defining English Language Learners

An English Language Learner (ELL) shall be defined as an individual who:

- ❖ was not born in the United States or whose native language is a language other than English and who comes from an environment where a language other than English is dominant; or
- ❖ is a Native American; or
- ❖ is an Alaskan native; or
- ❖ is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's levels of English language proficiency; or

- ❖ is migratory and whose native language is other than English and who comes from an environment where a language other than English is dominant;

AND

- ❖ who has sufficient difficulty speaking, reading, writing, or understanding English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

General Descriptions of the ELL Levels

The performance descriptors are organized into proficiency levels. These proficiency levels describe how an ELL student performs in English and reflect increasing acquisition of English language skills. To identify increasing proficiency in English language acquisition in reading, the levels for English language learners contained in this document are labeled as follows:

- ❖ **Proficient:** An ELL performing at the proficient level reads, writes, speaks, and listens in English with language proficiency adequate to meet expectations for the student's grade level.
- ❖ **Intermediate:** An ELL performing at the intermediate level reads, writes, speaks, and listens in English with language proficiency adequate to meet some expectations for the student's grade level, but is not yet fluent enough to sufficiently meet grade-level expectations.
- ❖ **Basic:** An ELL performing at the basic level is starting to read, write, speak, and listen in English, but is not fluent enough to function in English without assistance.
- ❖ **Emergent:** An ELL performing at the emergent level has very little ability to read, write, speak, and listen to English. The student has a few isolated words.
- ❖ **Pre-emergent:** An ELL performing at the pre-emergent level does not understand enough language to read, write, speak, or listen in English.

Development: Rationale and Process

Federal guidelines require that states have standards specifically developed for ELLs that define progressive levels of competence in the acquisition of English in four domains: listening, speaking, reading, and writing. The English Language Proficiency Standards must be linked to the content area standards in English language arts, reading, math, and eventually science.

To begin creating these proficiency standards, a committee of ESL educators worked in groups to draft descriptors for content language arts, reading, and math adopted by the State of South Dakota. The draft works was compiled into a single document. Following revisions, a subcommittee of teachers worked to link these descriptors with the grade-level expectations. Linking to science standards will be done at a future date using a similar process.

Organization of the Standards

The contexts can be thought to span a continuum from informal or social to formal or academic. ELLs often acquire the language required to participate in informal contexts more quickly than in formal contexts. Table 1 shows two major goals of the standards, participation in informal contexts and participation in formal contexts and the standards placed within each goal. The English Language Proficiency Standards are presented in the following grade spans: K-2, 3-5, 6-8, and 9-12. These grade spans reflect the United States Department of Education groupings for the No Child Left Behind Act.

For each standard, descriptors for increasing levels of proficiency are given indicating progress toward the state English language proficiency standard. The five levels, described previously, are pre-emergent, emergent, basic, intermediate, and proficient. It must be noted that an ELL at any given level should be capable of the tasks stated in all of the lower levels for that grade span. For example, a basic ELL should be able to accomplish the tasks described in the emergent level plus those in the basic level. It is also important to note that at higher grades, the amount of language skill required to progress to the intermediate and proficient levels increases as the academic demands in the mainstream classroom increase.

Table 1: Overview of Standards

	Informal (social) Contexts	Formal (academic) Contexts
Listening	Standard 1.1: The student will understand spoken English to participate in informal (social) contexts.	Standard 1.2: The student will understand spoken English to participate in formal (academic) contexts.
Speaking	Standard 2.1: The student will produce spoken English appropriately to participate in informal (social) contexts.	Standard 2.2: The student will produce spoken English appropriately to participate in formal (academic) contexts.
Reading	Standard 3.1: The student will understand written English appropriately to participate in informal (social) contexts.	Standard 3.2: The student will understand written English appropriately to participate in formal (academic) contexts.
Writing	Standard 4.1: The student will produce written English appropriately to participate in informal (social) contexts.	Standard 4.2: The student will produce written English appropriately to participate in formal (academic) contexts.

Listening	Standard 1.1	Grades K-2
Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand simple expressions for greeting and leave-taking understand simple survival English demonstrate understanding through nonverbal response demonstrate understanding with single words and learned phrases understand meanings of various tones of voice understand with frequent repetition and rephrasing, highly contextualized, simple speech delivered at a slower than normal rate understand vocabulary related to basic needs use non-verbal communication to express mathematical ideas 	<ul style="list-style-type: none"> follow simple, familiar directions understand familiar questions and commands understand, with repetition and rephrasing, simple speech delivered at a slower than normal rate interpret gestures and visual cues in social exchanges understand vocabulary related to personal interests and familiar topics understand math vocabulary related to daily routine 	<ul style="list-style-type: none"> understand many conversations on familiar topics follow most uncomplicated directions understand many questions and commands take turns in conversations in group situations understand with occasional repetition and rephrasing, speech delivered at a normal rate understand most standard vocabulary used by peers understand some math vocabulary in conversation 	<ul style="list-style-type: none"> understand conversations on a range of familiar and unfamiliar topics and in a variety of settings follow multi-step directions understand age-appropriate social discourse delivered at a normal rate understand most age appropriate vocabulary, including idioms and slang understand math vocabulary in conversation

Listening	Standard 1.2	Grades K-2
Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> observe gestures and visual cues in instruction demonstrate understanding through physical (nonverbal) response demonstrate understanding with single words and learned phrases demonstrate understanding by responding in first language understand with frequent repetition and rephrasing, simple classroom speech delivered at a slower than normal rate understand isolated target vocabulary understand isolated math vocabulary 	<ul style="list-style-type: none"> understand basic language related to classroom routines perform a range of familiar, uncomplicated classroom tasks when prompted understand familiar questions and commands understand with repetition and rephrasing, simple speech delivered at a slower than normal rate understand target vocabulary in sentence-level discourse understand some math vocabulary 	<ul style="list-style-type: none"> understand main vocabulary of academic content perform most uncomplicated classroom tasks when prompted understand many questions and commands understand with occasional repetition and rephrasing, speech delivered at a normal rate understand target vocabulary in extended discourse understand most math vocabulary 	<ul style="list-style-type: none"> understand most grade-level academic content understand most grade-level genres (oral presentations, lectures, discussions) perform multi-step classroom tasks when prompted understand grade level classroom discourse delivered at a normal rate understand most grade-level content vocabulary, idioms and figurative language understand grade level math vocabulary

Speaking	Standard 2.1	Grades K-2
Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> express lack of understanding express basic needs and preferences know and communicate first name use gestures, single words, phrases and formulaic expressions answer simple questions imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in highly predictable conversations on familiar topics with peers and teachers express many needs and preferences ask and answer simple questions produce phrases and simple sentences recombine learned material speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use familiar, general vocabulary use math vocabulary related to daily routine 	<ul style="list-style-type: none"> participate in conversations with peers and teachers express most needs and preferences express simple opinions ask and answer many questions give uncomplicated directions produce a variety of sentence types produce strings of sentences speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use sufficient vocabulary to get ideas across use some math vocabulary in conversation 	<ul style="list-style-type: none"> participate in and initiate conversations in a variety of settings express needs and preferences express opinions ask and answer questions give directions negotiate roles and activities with peers during play and in social interactions speak with the fluency and language complexity of a native speaker of similar age use sufficient vocabulary to clearly express most ideas use math vocabulary in conversation

Speaking	Standard 2.2	Grades K-2
Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> respond to routine classroom questions express basic needs and preferences use gestures, single words, phrases and formulaic expressions use limited target vocabulary when prompted imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in limited/guided discussion give very simple oral reports related to self or topics of high personal interest express some needs and preferences ask and answer simple factual questions produce phrases and simple sentences recombine earned material speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use general target vocabulary in classroom activities respond to simple questions about math use some math vocabulary 	<ul style="list-style-type: none"> participate in simple discussions give simple oral reports express most needs and preferences express simple opinions ask and answer many questions give uncomplicated directions recount events and stories produce a variety of sentence types speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use sufficient vocabulary to get ideas across use general and some specific target vocabulary in classroom activities give oral responses to directed questions on math topics use most math vocabulary 	<ul style="list-style-type: none"> participate in discussions give grade-level oral reports express needs and preferences express opinions ask and answer questions give directions negotiate roles in group work with peers participate in discussions speak with the fluency and language complexity of a native speaker of similar age use sufficient vocabulary to clearly express most ideas use a wide range of general and specific target vocabulary ask and answer questions about math use grade level math vocabulary

Reading	Standard 3.1	Grades K-2
Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that print conveys meaning recognize high-frequency environmental print (street signs, logos) understand that letters have sounds follow left to right, top to bottom, and return sweep derive meaning from visual elements in formal communications and environmental print comprehend at word level recognize familiar words in context (name) recognize basic number words and math symbols 	<ul style="list-style-type: none"> understand environmental print use visual elements to support meaning understand basic conventions of text (upper and lowercase letters, punctuation) comprehend at the sentence level understand enough vocabulary to comprehend isolated parts of a text identify math symbols related to daily routines 	<ul style="list-style-type: none"> understand most personal communications understand leveled texts read to obtain simple information read own writing understand the organizational features of written texts (beginning/end) understand vocabulary to comprehend main idea and some details of text read some math vocabulary 	<ul style="list-style-type: none"> understand personal communications understand simple children's books read to obtain information read for personal enjoyment understand compound and complex sentences understand enough vocabulary to comprehend the main idea and many details of text understand some common idioms and simple figurative language in context read and apply math vocabulary

Reading	Standard 3.2	Grades K-2
Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that print conveys meaning know the alphabet derive meaning from visual elements in texts (pictures, charts, graphs) identify letters and associated sounds use book handling skills comprehend at the word level identify first sound of word recognize basic number words and math symbols 	<ul style="list-style-type: none"> understand simple narrative text identify topic recognize that background and cultural knowledge help to understand a text use visual elements to support meaning understand basic conventions of text (upper and lowercase, punctuation) comprehend at sentence level understand enough grade-level vocabulary to comprehend isolated parts of text demonstrate knowledge of short and long vowel patterns and consonant blends decode unfamiliar words identify first and last sound of word identify math terms use number words and math symbols to solve some problems 	<ul style="list-style-type: none"> identify topic and main idea of simplified content area text demonstrate understanding by retelling a story understand simple story elements (setting, character) apply appropriate background knowledge when reading text read own writing understand the organizational features of written text (sentences) use enabling skills (decoding) to aid comprehension understand enough vocabulary to comprehend main idea and some details of text understand some common idioms read some grade level math vocabulary use number words and math symbols to solve most problems 	<ul style="list-style-type: none"> understand many grade-level texts in a variety of genres understand simple texts with limited visual support identify topic, main idea and some supporting details demonstrate understanding by summarizing a story support personal interpretation of a text with some details apply modeled reading strategies understand how text is organized understand complex sentences understand enough vocabulary to comprehend the details of text understand some common idioms and simple figurative language in context read and solve math word problems at grade level

Writing	Standard 4.1	Grades K-2
Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> communicate with pictorial writing trace letters, symbols and words copy letters and words copy and trace math symbols 	<ul style="list-style-type: none"> follow a model to write notes and messages label pictures print upper and lowercase letters write left to right and top to bottom write words or phrases use general vocabulary copy math symbols and words from environment 	<ul style="list-style-type: none"> express simple thoughts and feelings write simple sentences write some complete sentences spell and combine words with sufficient accuracy that readers accustomed to the writing of language learners comprehend some of the message use some specific vocabulary write some math words and symbols related to daily routine 	<ul style="list-style-type: none"> write a variety of age-appropriate texts for personal and social purposes write messages that can be interpreted by other readers write strings of loosely connected simple sentences use simple end punctuation write with sufficient accuracy that errors rarely impede comprehension use a range of vocabulary approximating that of a native speaker of similar age write math words and symbols related to daily routine

Writing	Standard 4.2	Grades K-2
Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> communicate with pictorial writing trace letters, symbols and words copy symbols, letters and words copy and trace math symbols 	<ul style="list-style-type: none"> write short answers for simple classroom tasks communicate a single, simple idea print uppercase and lowercase letters write left to right and top to bottom write words or phrases copy environmental print use general vocabulary copy math symbols and words 	<ul style="list-style-type: none"> write about familiar topics in guided tasks write short narrations write short descriptions write answers to classroom tasks write some complete sentences spell simple high-frequency words correctly write math words and symbols 	<ul style="list-style-type: none"> write a variety of texts for grade-level academic purposes edit for capitalization and end punctuation write in response to a variety of grade-level academic tasks write texts that can be interpreted by teachers and classmates write strings of loosely connected simple sentences write with sufficient accuracy that errors rarely impede comprehension use some target vocabulary use a range of vocabulary approximating that of a native speaker of similar age write math problems write answers to math questions

Listening	Standard 1.1	Grades 3-5
Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand simple survival English understand simple expressions of social exchanges interpret gestures and visual cues in social exchanges demonstrate understanding through physical (nonverbal) response, with single words and learned phrases and by responding in first language understand meanings of various tones of voice understand with frequent repetition and rephrasing, simple speech delivered at a slower than normal rate understand vocabulary related to basic needs use non-verbal communication to express mathematical ideas 	<ul style="list-style-type: none"> understand conversations on familiar topics follow simple, familiar directions understand familiar questions and commands understand, with repetition and rephrasing, simple speech delivered at a slower than normal rate understand vocabulary related to personal interest and familiar topics understand math vocabulary related to daily routines 	<ul style="list-style-type: none"> understand many conversations on familiar topics follow most uncomplicated directions understand many questions and commands use some age-appropriate social conventions that characterize the target culture while listening (e.g., turn-taking, eye contact, physical proximity) understand, with occasional repetition and rephrasing, speech delivered at a normal rate distinguish present, past and future time frames understand some math vocabulary in conversation 	<ul style="list-style-type: none"> understand conversations on a range of familiar and unfamiliar topics and in a variety of settings follow multi-step directions use most age-appropriate social conventions that characterize the target culture while listening (e.g., turn-taking, eye contact, physical proximity) infer speaker's intent and/or implied message understand age-appropriate social discourse delivered at a normal rate understand most age-appropriate vocabulary, including idioms and slang understand math vocabulary in conversation

Listening	Standard 1.2	Grades 3-5
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Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand basic language related to classroom routines <ul style="list-style-type: none"> interpret gestures and visual cues in instruction demonstrate understanding: through physical (nonverbal) response, with single words and learned phrases and by responding in first language perform basic, very familiar, classroom tasks when prompted understand isolated target vocabulary understand isolated math vocabulary 	<ul style="list-style-type: none"> perform a range of familiar, uncomplicated classroom tasks when prompted <ul style="list-style-type: none"> understand familiar questions and commands understand with repetition and rephrasing, simple speech delivered at a slower than normal rate understand target vocabulary in sentence-level discourse understand some math vocabulary 	<ul style="list-style-type: none"> understand main idea and some supporting details of academic content <ul style="list-style-type: none"> perform most uncomplicated classroom tasks when prompted understand many questions and commands understand, with occasional repetition and rephrasing, speech delivered at a normal rate distinguish present, past and future time frames understand target vocabulary in extended discourse understand most math vocabulary 	<ul style="list-style-type: none"> understand most grade-level academic content <ul style="list-style-type: none"> understand most grade-level academic genres (e.g., oral presentations, lectures, discussions) perform multi-step classroom tasks when prompted, understand grade-level classroom discourse delivered at a normal rate understand most grade-level content vocabulary, idioms and figurative language understand grade-level math vocabulary

Speaking	Standard 2.1	Grades 3-5
Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> participate in short, limited social exchanges with peers and teachers <ul style="list-style-type: none"> express basic needs and preferences, answer simple questions use gestures, single words, phrases and formulaic expressions mimic words, speech patterns and phrases know and communicate first and last name, address and phone number imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in highly predictable conversations on familiar topics with peers and teachers <ul style="list-style-type: none"> express many needs and preferences ask and answer simple questions produces phrases and simple sentences speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use familiar, general vocabulary use math vocabulary related to daily routine 	<ul style="list-style-type: none"> participate in conversations with peers and teachers <ul style="list-style-type: none"> express most needs and preferences express simple opinions ask and answer many questions give uncomplicated directions produce a variety of sentence types produce strings of sentences speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use sufficient vocabulary to get ideas across use some specific vocabulary, use some math vocabulary in conversation 	<ul style="list-style-type: none"> participate in and initiate conversations in a variety of settings <ul style="list-style-type: none"> express needs and preferences express opinions ask and answer questions give directions negotiate roles and activities with peers during play and in social interactions speak with fluency and language complexity of a native speaker of similar age use sufficient vocabulary to clearly express most ideas use specific and precise age-appropriate vocabulary to describe and narrate use math vocabulary in conversation

Speaking	Standard 2.2	Grades 3-5
Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> respond to routine classroom questions express basic needs and preferences answer simple questions about familiar material use gestures, single words, phrases and formulaic expressions use limited target vocabulary when prompted know and communicate first and last name imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in limited/guided discussions give very simple oral reports related to self or topics of high personal interest express many needs and preferences ask and answer questions produce phrases and simple sentences recombine learned material speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use general target vocabulary in classroom activities use some math vocabulary 	<ul style="list-style-type: none"> participate in simple discussions give simple oral reports express most needs and preferences express simple opinions ask and answer many questions give uncomplicated directions recount events and stories produce a variety of sentence types produce strings of sentences speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use vocabulary to get ideas across use general and some specific target vocabulary in classroom activities give oral responses to directed questions on math topics use most math vocabulary 	<ul style="list-style-type: none"> participate in discussions give grade-level oral reports express needs and preferences express opinions give directions negotiate roles and activities in group work with peers elaborate speak with fluency and language complexity of a native speaker of similar age use vocabulary to clearly express most ideas use a wide range of general and specific target vocabulary ask and answer math questions use math vocabulary

Reading	Standard 3.1	Grades 3-5
Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that print conveys meaning for multiple purposes <ul style="list-style-type: none"> recognize high frequency environmental print understand that letters have sounds follow left to right, top to bottom, and return sweep derive meaning from visual elements in communications and print comprehend at the word level recognize familiar words in context recognize number words and math symbols 	<ul style="list-style-type: none"> understand environmental print <ul style="list-style-type: none"> understand simplified personal communications read own writing use visual elements to support meaning understand basic conventions of text comprehend at the sentence level understand enough vocabulary to comprehend isolated parts of a text <ul style="list-style-type: none"> identify number words and math symbols related to daily routine 	<ul style="list-style-type: none"> understand most personal communications <ul style="list-style-type: none"> understand leveled books read to obtain simple information understand the organizational features of written texts understand enough vocabulary to comprehend the main idea and some details of the text read some math vocabulary 	<ul style="list-style-type: none"> understand personal communications <ul style="list-style-type: none"> understand simple leveled readers understand writing of peers read to obtain information read for personal enjoyment understand compound and complex sentences <ul style="list-style-type: none"> understand enough vocabulary to comprehend the main idea and many details of text understand some common idioms and simple figurative language in context read and apply math vocabulary

Reading	Standard 3.2	Grades 3-5
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Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that print conveys meaning for multiple purposes <ul style="list-style-type: none"> know the alphabet-upper and lowercase understand that letters have sounds derive meaning from visual elements in texts (pictures, diagrams, charts, graphs, etc.) demonstrate book-handling skills comprehend at the word level recognize some basic sight words use onset and rimes to decode simple words demonstrate knowledge of basic vowel and consonant sounds recognize number words and math symbols 	<ul style="list-style-type: none"> understand parts of simplified texts <ul style="list-style-type: none"> understand simple narrative text understand simple story elements understand simple poetry concepts identify topic interpret text by answering factual questions about simple, familiar text use visual elements to support meaning understand enough vocabulary to comprehend isolated parts of a text demonstrate knowledge of short and long vowel patterns and consonant blends use knowledge of letter patterns, affixes, roots and compound word parts decode unfamiliar words identify number words and math symbols use number words and symbols to solve some math problems 	<ul style="list-style-type: none"> understand simplified content-area texts <ul style="list-style-type: none"> identify topic and main idea of simplified content-area texts list main points from simplified content-area texts understand story elements demonstrate understanding by retelling a story in own words recognize appropriate background and cultural knowledge when reading text read own writing understand the organizational features of written texts use enabling skills to aid comprehension understand enough vocabulary to comprehend the main idea understand some common idioms read some math vocabulary use symbols to solve math problems 	<ul style="list-style-type: none"> understand many grade-level texts in a variety of genres <ul style="list-style-type: none"> understand simple texts with limited visual support identify topic, main idea(s) and some supporting details comprehend graphically organized information demonstrate understanding by summarizing a story, poem, song or other grade-level text support personal interpretation of a text with some details apply modeled reading strategies understand compound and complex sentences understand the organizational structures of grade-level narrative and informational texts understand enough grade-level vocabulary to comprehend the main idea and many details of text read and solve math word problems

Writing	Standard 4.1	Grades 3-5
Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> write basic personal information (name, address, phone number) print uppercase and lowercase letters copy letters, words and text from a model put spaces between words and sentences use transitional spelling copy environmental print copy number words and math symbols 	<ul style="list-style-type: none"> follow a model to write journal entries, notes, messages and friendly letters exchange simple information with peers label pictures write a list write simple sentences in word order use simple end punctuation spell and combine words with sufficient accuracy that readers accustomed to the writing of language learners comprehend some of the message use general vocabulary, write number words and math symbols from the environment 	<ul style="list-style-type: none"> write personalized journal entries, notes, messages and friendly letters express thoughts and feelings write sentences in standard word order write with sufficient accuracy that errors rarely impede comprehension for readers accustomed to the writing of language learners use some specific vocabulary write some math words and symbols related to daily routine 	<ul style="list-style-type: none"> write a variety of age-appropriate texts for personal and social purposes write messages that can easily be interpreted by other readers express and support opinions write detailed sentences vary sentence structure write multiple sentences on a single topic write with sufficient accuracy that errors rarely impede comprehension use a range of vocabulary approximating that of a native speaker of similar age use common idioms write math problems related to daily routine

Writing	Standard 4.2	Grades 3-5
Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> communicate with pictorial writing print uppercase and lowercase letters write left to right and top to bottom copy letters, words and text from a model put spaces between words and sentences use simple end punctuation use transitional spelling copy environmental print, copy number words and math symbols 	<ul style="list-style-type: none"> write short answers for simple classroom tasks edit own work for capitalization and final punctuation communicate ideas, feelings, preferences, and needs in simple language write simple sentences in standard word order use a limited amount of target vocabulary use general vocabulary write number words and math symbols 	<ul style="list-style-type: none"> write about familiar content-area topics in guided tasks edit own work for grammar, mechanics and spelling write simple narrations write simple descriptions convey a main idea organize ideas sequentially write sentences in standard word order write with sufficient accuracy that errors rarely impede comprehension for readers accustomed to the writing of language learners use some target vocabulary use some specific vocabulary write math symbols and words to represent problems 	<ul style="list-style-type: none"> write a variety of texts for academic purposes edit for grammar, mechanics and spelling revise a draft for content and organization write texts that can be easily interpreted by teachers and classmates write in response to a variety of grade-level academic tasks convey and support a main idea vary sentence structure write multiple sentences on a single topic write with sufficient accuracy that errors rarely impede comprehension use target vocabulary use common idioms write and solve math problems

Listening	Standard 1.1	Grades 6-8
Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand vocabulary related to basic needs demonstrate understanding with single words and learned phrases follow basic verbal directions use non-verbal communication to express mathematical ideas 	<ul style="list-style-type: none"> follow simple directions understand familiar questions and commands develop listening skills to set goals distinguish present, past and future understand vocabulary related to personal interests and familiar topics interpret meanings through sounds understand verbal directions understand math vocabulary related to daily routine 	<ul style="list-style-type: none"> understand conversation on familiar topics follow most uncomplicated directions understand most standard vocabulary evaluate media techniques and preferences understand most math vocabulary in conversation 	<ul style="list-style-type: none"> understand conversations on a range of familiar and unfamiliar topics and in a variety of settings demonstrate the ability to listen in various situations follow multi-step directions distinguish fact from opinion understand most age-appropriate vocabulary, including idioms and slang understand math vocabulary in conversation

Listening	Standard 1.2	Grades 6-8
Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand basic language related to classroom routines demonstrate understanding with single words and learned phrases perform basic, very familiar classroom tasks when prompted understand isolated vocabulary understand isolated math vocabulary 	<ul style="list-style-type: none"> understand main idea of academic content choose and use multiple forms of media to convey what has been learned perform a range of familiar uncomplicated classroom tasks when prompted understand familiar questions and commands understand, with repetition and rephrasing, simple speech delivered at a slower than normal rate distinguish present, past, and future timeframes understand target vocabulary in sentence-level discourse interpret meanings though sounds understand verbal directions understand some math vocabulary 	<ul style="list-style-type: none"> understand main idea and supporting details listen with understanding to a variety of speakers for a variety of purposes understand many questions and commands develop skills to organize understand target vocabulary evaluate media techniques and preferences understand most math vocabulary 	<ul style="list-style-type: none"> understand academic content distinguish fact from opinion demonstrate the ability to listen in various situations understand content vocabulary, idioms, and figurative language understand math vocabulary

Speaking	Standard 2.1	Grades 6-8
Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> participant in short, limited social exchanges with peers and teachers build a speaking vocabulary express lack of understanding express basic needs and preferences greet others appropriately communicate with gestures mimic words, speech patterns and phrases communicate orally, personal and social needs know and communicate personal information (name, address etc) imitate pronunciation of numbers and mathematical terms 	<ul style="list-style-type: none"> participate in highly predictable conversations on familiar topics with peers and teachers express many needs and preferences ask and answer simple questions produce phrases and simple sentences speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use familiar, general vocabulary rephrase, explain and expand oral information respond to yes or no questions and to problems presented use some math vocabulary related to daily routine 	<ul style="list-style-type: none"> participate in conversations with peers and teachers describe repeat a statement when the listener does not understand express most needs and preferences, express simple opinions give uncomplicated directions produce a variety of sentence types speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use some math vocabulary in conversation 	<ul style="list-style-type: none"> participate in and initiate conversations in a variety of settings observe and use eye contact, posture, and gestures express needs and preferences express opinions ask and answer questions give directions negotiate roles and activities with peers in social interactions recount events and stories produce strings of sentences use sufficient vocabulary to clearly express most ideas use specific and precise age-appropriate vocabulary to describe and narrate speak with fluency use math vocabulary in conversation

Speaking	Standard 2.2	Grades 6-8
Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> respond to routine classroom questions express basic needs and preferences answer simple factual questions about familiar material use gestures and single words use limited target vocabulary know and communicate personal information (name, address etc) pronounce number words and mathematical terms. 	<ul style="list-style-type: none"> participate in limited/guided discussions express many needs and preferences ask and answer factual questions rephrase, explain, and expand oral information give simple oral reports produce phrases and simple sentences speak with sufficient accuracy that listeners accustomed to language learners comprehend some of the message use general target vocabulary in classroom activities use an English or native dictionary to assist with learning recognize and use mathematical terms 	<ul style="list-style-type: none"> participate in simple discussions give oral reports express most needs and preferences express simple opinions give uncomplicated directions describe produce a variety of sentence types speak with sufficient accuracy that errors rarely impede comprehension for listeners accustomed to language learners use sufficient vocabulary to get ideas across use general and some specific target vocabulary in classroom activities ask specific questions to clarify information explain in mathematical terms the sequence of steps used in solving problems 	<ul style="list-style-type: none"> participate in discussions give detailed oral reports narrate express needs and preferences express opinions ask and answer questions give directions negotiate roles and activities in group work with peers elaborate participate in discussions make simple hypotheses speak with fluency produce strings of sentences use sufficient vocabulary to clearly express most ideas ask probing questions to seek clarification of the speakers ideas and opinions ask and answer math questions

Reading	Standard 3.1	Grades 6-8
Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> follow left to right, top to bottom, and return sweep recognize high frequency words comprehend at the word and basic sentence level identify letters and associated sounds use knowledge of letters and sounds to decode words recognize isolated sight words recognize math symbols and terms 	<ul style="list-style-type: none"> understand environmental print define unfamiliar words and words with multiple meanings understand basic conventions of text comprehend at the sentence level use direct meaning to understand compound sentences use decoding, word recognition, and comprehension, strategies to develop vocabulary identify math symbols and terms 	<ul style="list-style-type: none"> read to obtain simple information use direct meaning to understand passages connect main ideas and concepts to other sources and topics understand the organizational features of written texts use context to understand words with multiple meanings follow written directions read some math vocabulary 	<ul style="list-style-type: none"> understand printed material use direct and implied meaning to understand unfamiliar text read to obtain information analyze main ideas and supporting details understand compound and complex sentences analyze text using patterns of organization such as cause/effect and compare/contrast analyze text for purpose, ideas, and style of an author retell stories follow multiple step written directions read and apply math vocabulary

Reading	Standard 3.2	Grades 6-8
Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that letters have sounds <ul style="list-style-type: none"> follow left to right, top to bottom and return sweep derive meaning from visual elements in texts <ul style="list-style-type: none"> comprehend at the word level recognize some basic sight words demonstrate knowledge of basic vowel and consonant sounds recognize math terms and symbols 	<ul style="list-style-type: none"> understand that print conveys meaning for multiple purposes <ul style="list-style-type: none"> understand parts of simplified texts understand character and setting recognize and use textbook pictorial information that supplements the text <ul style="list-style-type: none"> interpret text by answering factual questions about simple, familiar text interpret text by filling in a graphic organizer <ul style="list-style-type: none"> make simple inferences use visual elements to support meaning <ul style="list-style-type: none"> understand basic conventions of text comprehend at the sentence level <ul style="list-style-type: none"> demonstrate knowledge of short and long vowel patterns and consonant blends decode unfamiliar words <ul style="list-style-type: none"> identify some math terms and symbols to solve problems 	<ul style="list-style-type: none"> understand simplified texts <ul style="list-style-type: none"> identify topic and main idea of simple texts understand organizational features of texts <ul style="list-style-type: none"> understand the organizational features of written texts use context of a passage to understand words and make connections <ul style="list-style-type: none"> use knowledge of letter patterns and compound words identify literary elements and devices <ul style="list-style-type: none"> recognize common themes in a variety of texts read most math terms and symbols to solve problems 	<ul style="list-style-type: none"> understand many grade-level texts in a variety of genres <ul style="list-style-type: none"> understand texts with limited visual support <ul style="list-style-type: none"> identify topic, main idea(s) and some supporting details understand story elements <ul style="list-style-type: none"> summarize text use inferences to interpret a variety of text <ul style="list-style-type: none"> analyze text using patterned organization (cause/effect and compare/contrast) identify fact and opinion <ul style="list-style-type: none"> understand compound and complex sentences link aspects of text to personal experiences <ul style="list-style-type: none"> make inferences to expand meaning apply knowledge of word origins and derivations to extend vocabulary <ul style="list-style-type: none"> read and solve math word problems

Writing	Standard 4.1	Grades 6-8
Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> trace symbols, letters, and words label a picture print uppercase and lowercase letters write left to right and top to bottom copy letters, words, and text from a model put spaces between words and sentences copy number words and math symbols 	<ul style="list-style-type: none"> write basic personal information write a list follow a model to write journal entries, notes, and messages exchange simple thoughts and feelings express simple thoughts and feelings write simple sentences use simple end punctuation use transitional spelling copy environmental print use simple, high-frequency words use general vocabulary, write number words and math symbols from the environment 	<ul style="list-style-type: none"> write personalized journal entries, notes and messages use subject/verb agreement express and support opinions write from experiencing thoughts and feelings write sentences in standard word order apply capitalization and punctuation rules most of the time write with sufficient accuracy that errors rarely impede comprehension for readers accustomed to writing of language learners use some specific vocabulary write number words and math symbols related to daily routine 	<ul style="list-style-type: none"> write a variety of age-appropriate texts for personal and social purposes write with an emerging sense of voice and style write messages that can be easily interpreted by other readers respond to a variety of informal communications, write detailed sentences vary sentence structure write multiple sentences on a single topic write with sufficient accuracy that errors rarely impede comprehension use a range of vocabulary approximating that of a native speaker of similar age use common idioms write math problems related to daily routine

Writing	Standard 4.2	Grades 6-8
Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> copy symbols, letters and words label pictures model teacher and peer writing print uppercase and lowercase letters write left to right and top to bottom copy letters, words and text from a model put spaces between words and sentences copy number words and math symbols 	<ul style="list-style-type: none"> communicate ideas, feelings, preferences, and needs in simple language edit own work for capitalization and final punctuation write journals learn purposes for writing write simple sentences spell and combine words with sufficient accuracy that readers accustomed to the writing of language learners comprehend some of the message use simple end punctuation use simple, high-frequency words write number words, math symbols and terms 	<ul style="list-style-type: none"> edit own work for grammar, mechanics, and spelling with guidance write a short answer for simple tasks convey a main idea organize ideas logically take notes write stories from a variety of sources write simple narrations write simple descriptions express opinions write sentences in standard word order apply capitalization and punctuation rules much of the time write with sufficient accuracy that errors rarely impede comprehension for readers accustomed to the writing of language learners use some target vocabulary write math vocabulary and symbols 	<ul style="list-style-type: none"> edit for grammar, mechanics and spelling revise a draft for content and organization write texts that can be easily interpreted by teachers and peers write in response to a variety of academic tasks convey and support a main idea summarize explain give examples elaborate write detailed sentences vary sentence structure write multiple sentences write with sufficient accuracy use target vocabulary use common idioms write and solve math problems

Listening	Standard 1.1	Grades 9-12
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Standard 1.1: The student will understand spoken English to participate in social (informal) contexts. Student will be able to:

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ▪ listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> ▪ understand greetings and farewells ▪ understand some survival English ▪ interpret some nonverbal communication ▪ understand some simple speech delivered at a slower than normal rate ▪ use non-verbal communication to express mathematical ideas 	<ul style="list-style-type: none"> ▪ follow simple, familiar directions ▪ understand simple, familiar questions and commands ▪ understand simple speech delivered at a slower than normal rate ▪ distinguish past, present, and future ▪ understand vocabulary related to personal interests ▪ understand math vocabulary related to daily routine 	<ul style="list-style-type: none"> ▪ understand many conversations on familiar topics ▪ follow simple directions ▪ understand many questions and commands ▪ use some age-appropriate social conventions ▪ infer some implied meanings ▪ understand most speech delivered at a normal rate ▪ understand most standard vocabulary used by peers ▪ understand some math vocabulary in conversation 	<ul style="list-style-type: none"> ▪ understand conversations in a variety of settings ▪ follow multi-step directions ▪ use most age-appropriate social conventions ▪ infer the intent or implied message ▪ distinguish fact from opinion ▪ understand speech delivered at a normal rate ▪ understand most age-appropriate idioms and slang ▪ understand math vocabulary in conversation

Listening	Standard 1.2	Grades 9-12
Standard 1.2: The student will understand spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand basic classroom language interpret some nonverbal communication perform basic, very familiar classroom tasks when prompted understand some simple speech delivered at a slower than normal rate understand isolated target vocabulary understand isolated math vocabulary 	<ul style="list-style-type: none"> understand main idea perform simple classroom tasks when prompted understand familiar questions and commands understand simple speech delivered at a slower than normal rate distinguish past, present and future understand target vocabulary in simple sentences understand some math vocabulary 	<ul style="list-style-type: none"> understand main idea and supporting details perform most classroom tasks when prompted understand many questions and commands infer some implied meanings understand most speech delivered at a normal rate understand target vocabulary in the classroom, understand most math vocabulary 	<ul style="list-style-type: none"> understand most academic content perform multi-step classroom tasks when prompted infer the intent or implied message distinguish fact from opinion understand classroom discourse understand most content vocabulary, idioms and figurative language understand math vocabulary

Speaking	Standard 2.1	Grades 9-12
Standard 2.1: The student will produce spoken English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> participate in limited social exchanges express basic needs and preferences use gestures, single words and phrases mimic words, speech patterns and phrases imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in highly predictable conversations express many needs and preferences ask and answer simple questions describe produce phrases and simple sentences speak with sufficient accuracy that is usually comprehensible use familiar, general vocabulary use some math vocabulary related to daily routine 	<ul style="list-style-type: none"> participate in conversations express most needs, preferences and opinions ask and answer many questions give simple directions recount events and stories speak accurately and comprehensibly use some specific vocabulary use some math vocabulary in conversation 	<ul style="list-style-type: none"> participate in and initiate conversations express needs, preferences and opinions ask and answer questions give directions speak fluently use vocabulary to express ideas describe and narrate effectively use math vocabulary in conversation

Speaking	Standard 2.2	Grades 9-12
Standard 2.2: The student will produce spoken English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> respond to routine classroom questions express basic needs and preferences use gestures, single words and phrases use limited target vocabulary when prompted imitate pronunciation of number words and mathematical terms 	<ul style="list-style-type: none"> participate in limited/guided discussions give very simple oral reports express many needs and preferences ask and answer factual questions describe produce phrases and simple sentences use general target vocabulary use some math vocabulary 	<ul style="list-style-type: none"> participate in simple discussions give simple oral reports express most needs, preferences and opinions ask and answer many questions give uncomplicated directions narrate produce a variety of sentence types speak accurately and comprehensibly use general vocabulary use some specific vocabulary use most math vocabulary 	<ul style="list-style-type: none"> participate in discussions give grade-level oral reports express needs, preferences, and opinions ask and answer questions give directions speak fluently use sufficient vocabulary to clearly express most ideas use math vocabulary

Reading	Standard 3.1	Grades 9-12
Standard 3.1: The student will understand written English to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> recognize environmental print recognize isolated sight words understand letter/sound relationships understand that printed material brings knowledge recognize math symbols and terms 	<ul style="list-style-type: none"> understand environmental print understand simple personal communications associate graphics with words understand basic conventions of text understand basic vocabulary to comprehend simple sentences identify math symbols and terms 	<ul style="list-style-type: none"> understand most personal communications read to obtain simple information comprehend the main idea and some details understand the organizational features of texts (sentences, paragraphs, beginning, middle and end) use computers to access information read some math vocabulary 	<ul style="list-style-type: none"> understand personal communications, read for information read for enjoyment understand complex sentences comprehend the main idea and many details understand some common idioms read and apply math vocabulary

Reading	Standard 3.2	Grades 9-12
Standard 3.2: The student will understand written English to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> understand that printed material brings knowledge identify letters and associated sounds use knowledge of letters and sounds to decode words track print left to right, top to bottom comprehend words and basic sentences identify initial and final sounds recognize math symbols and terms 	<ul style="list-style-type: none"> recognize multiple meanings of some words interpret simple text make simple inferences relate text to personal experience use visual elements to support meaning understand basic conventions of text (punctuation, capitalization, beginning and end of sentences) comprehend isolated parts of a text demonstrate knowledge of vowel patterns and consonant blends use knowledge of letter patterns, affixes, roots and compound word parts identify some math symbols and terms 	<ul style="list-style-type: none"> identify topic and main idea of simple texts understand organizational features of text (table of contents, index, glossary) identify and explain cause/effect understand the organizational features of written texts (sentences, paragraphs, beginning, middle, end) make inferences understand some common idioms read most math symbols and terms to solve problems 	<ul style="list-style-type: none"> identify topic and main idea of most grade-level texts use pre-reading strategies to comprehend compares and contrasts plots, setting, and characters identifies and explains fact and opinion reads, listens to and identifies a variety of genres understand many common idioms and simple figurative language read and solve math word problems

Writing	Standard 4.1	Grades 9-12
Standard 4.1: The student will produce written English appropriately to participate in social (informal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> write basic personal information (name, address, phone number) print upper/lowercase letters write left to right, top to bottom copy letters, words and sentences put spaces between words and sentences use simple punctuation use simple high frequency words copy number words and math symbols 	<ul style="list-style-type: none"> journal with scaffolding exchange simple information with peers express emotions write simple sentences use general vocabulary write number words and math symbols from the environment 	<ul style="list-style-type: none"> write personalized journal entries and messages express and support materials use correct writing conventions use some specific vocabulary write paragraphs using varied sentence structure write number words and math symbols related to daily routine 	<ul style="list-style-type: none"> write for personal and social purposes write responses to informal communications use vocabulary approximating that of a native speaker use common idioms write math problems related to daily routine

Writing	Standard 4.2	Grades 9-12
Standard 4.2: The student will produce written English appropriately to participate in academic (formal) contexts. Student will be able to:		

Pre-Emergent	Emergent	Basic	Intermediate	Proficient
<ul style="list-style-type: none"> ▪ listen to language and observe appropriate cultural and learning behaviors of peers and adults 	<ul style="list-style-type: none"> ▪ print uppercase and lowercase letters ▪ write left to right and top to bottom ▪ copy letters, words, and sentences ▪ put spaces between words and sentences ▪ use simple punctuation ▪ use simple high-frequency words ▪ copy number words and math symbols 	<ul style="list-style-type: none"> ▪ write short answers to simple questions ▪ edit own work for capitalization and final punctuation ▪ communicate ideas, feelings, preferences and needs ▪ write simple narrations and descriptions ▪ use general vocabulary ▪ write number words and some math symbols and terms 	<ul style="list-style-type: none"> ▪ edit own work for grammar, mechanics and spelling with guidance ▪ write for academic purposes with extensive classroom support ▪ convey a main idea ▪ organize ideas logically ▪ write comprehensibly most of the time ▪ use some specific vocabulary ▪ write math vocabulary and symbols 	<ul style="list-style-type: none"> ▪ write for a variety of academic purposes ▪ edit for grammar, mechanics and spelling ▪ revise a draft with guidance ▪ write comprehensibly ▪ write detailed sentences ▪ vary sentence structure ▪ write multiple sentences on a single topic ▪ use vocabulary approximating that of a native speaker ▪ use specific vocabulary ▪ use common idioms ▪ write and solve math problems